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ABSTRACT

The Certificate in Literacy and Learning was developed by the Manitoba Literacy Office in response to requests from students in adult education programs who do not have specific goals, but would like some recognition of the progress they have made. Taking the certificate is purely optional and students should never be pressured to do so. This packet of materials consists of the student record of achievement and companion tutor manual for the certificate program, stages 1-2. For stage 1, the student record of achievement contains the five sections that comprise this program. Introductory material includes information on the processes of assessment and granting of a certificate. The five units that must be completed to earn a certificate cover the following: (1) reading everyday material; (2) reading graphical material for everyday purposes; (3) completing forms and preformatted documents; (4) communicating in writing; and (5) conversing with one other person. The student record of achievement for stage 2 contains seven sections; of which the first five are substantially the same as those for stage 1, but which are somewhat more advanced (instead of "everyday" material, section 1 calls for reading "textual" material) and which contain two additional sections, namely, conversing with more than one person; and extracting information from audiovisual material. Each unit or task is broken down into two to four elements. Component parts of each element are as follows: range, source, number of situations in which competence must be demonstrated, performance criteria, what help the student provided and date completed, and candidate's and tutor/instructor's signature. The tutor manuals for each stage provide a brief description of each unit and the following information for each element: range with examples, number of situations in which performance is to be assessed, and performance criteria. (YLB)

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CERTIFICATE IN LITERACY AND LEARNING

STAGES 1-2

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TUTOR MANUAL

Certificate in Literacy and Learning

Stage 1

Manitoba Literacy Office
417-185 Carlton Street
Winnipeg, Manitoba
R3C 3J1

1992

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CERTIFICATE IN LITERACY AND LEARNING: STAGE ONE

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This certificate program includes five different sections:

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Introduction

The Certificate in Literacy and Learning was developed by the Manitoba Literacy Office in response to requests from students in adult education programs. Many students come to adult basic education wanting specific goals to be met, e.g. to get a driver's license, to learn to fill in forms, to get a job, etc. Other students have less specific goals. They come to adult basic education saying "I want to get better at reading and writing."

The Certificate in Literacy and Learning is aimed at students who do not have specific goals but would like some recognition of the progress they have been making. In no way should students or literacy tutors and teachers feel students ought to take the certificate. Many students would prefer to establish personal goals and not be involved in something as formal as a certificate.

It is hoped that the Certificate in Literacy and Learning will incorporate a range of learning tasks and skills. This includes not only reading and writing tasks but oral skills as well. The requirements that are part of the Folder of Work are practical and useful in everyday activities.

Our thanks to Adult Literacy and Basic Skills Unit (ALBSU) and for permission to use the content and format from Wordpower for this certificate.

UNIT 1 - READING EVERYDAY MATERIAL

Description

This unit refers to reading written material from everyday and working life. The material can be on almost any topic or theme. Reading normally means silent reading and should be purposeful.

Element 1 Get the main idea from a piece of text.

Range

The piece of writing is no more than one paragraph, comprising short simple phrases or sentences; lay-out on the page is well spaced.

Examples of types of reading materials

Language experience stories: dictated and typed up; simple letters from friends or family; writing by other students; published writing for new readers; simple advertisement or advertising brochures; simple newspaper and magazine articles.

Performance is to be assessed in at least four situations.

Performance Criteria

1.1 The candidate must demonstrate that s/he can act or report accurately on the main points.

Element 2 Refer to written instructions.

Range

The instructions are in short steps; each step contains only one sentence; there are no more than six steps altogether; additional illustrations may also be included to enhance the text.

Examples of types of written instructions

Simple do-it-yourself assembly kits; operating instructions for an elevator, fire extinguisher, electrical equipment; cooking recipe; instructions for making crafts.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate s/he can:

2.1 Refer to the instructions at the start, and as a check on progress when necessary.

2.2 Use the instructions for the task in hand or report accurately how they would be used.

2.3 Check back against the instructions to identify and report the reason, if the outcome is not achieved.

UNIT 2 - READING GRAPHICAL MATERIAL FOR EVERYDAY PURPOSES

Description

The unit refers to reading graphical material which has little or no accompanying text. The graphical material includes signs and labels, maps and plans and tables.

ELEMENT 1 Read signs and labels.

Range

Signs with a single message.

Examples of kinds of signs

Sign posts, safety signs, labels on food products; washing instructions.

Performance to be assessed in at least five situations.

Performance Criteria

The candidate must demonstrate that s/he can act in accordance with or report accurately on the sign or label.

ELEMENT 2 Find the way using a map or plan.

Range

Maps and plans which are to scale and do not require a key to interpret.

Examples of types of maps or plans

Road maps, town maps, plans of a building.

Performance to be assessed in at least four situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 ask people for extra information, if necessary to supplement the map/plan.

2.2 use the route shown on the map/plan.

2.3 arrive at the specified destination or report accurately on how to reach the destination.

ELEMENT 3 Get information from tables.

Range

Simple table which have no more than two variable and which do not require reference to additional sources or keys to provide the item of information required.

Examples to types of information tables

Timetables, conversion tables, price lists, flyers.

Performance to be assess in at least four situations.

Performance Criteria

The candidate must demonstrate that s/he can:

3.1 use the information for the task in hand or report accurately how it would be used.

ELEMENT 4 Follow pictorial instructions to carry out an activity.

Range

Pictorial instructions which are self-explanatory or with brief written notes for non-specialists.

Examples of types of pictorial instructions

Maintenance instructions, assembly instructions, instructions on a computer screen.

Performance will be assessed in a least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

4.1 prepare materials, equipment, etc. before starting.

4.2 use the information for the task in hand or report accurately how it would be used.

UNIT 3 - COMPLETING FORMS AND PRE-FORMATTED DOCUMENTS

Description

This unit refers to common and simple forms and formats which people have to read and fill in as part of normal living.

ELEMENT 1 Read through the document to establish what is required.

Range

Simple forms or formats with accessible lay-out of no more than one page of 8 1/2" X 11", requiring only name and address and personal details or the creation of a small amount of text.

Examples of types of forms

Bank deposit slips, withdrawal slips, appointment diaries, application forms for season tickets, mail order forms.

Performance to be assess in a least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 identify accurately the information needed (including the person or organization for whom the form is intended, where appropriate) by providing an oral report or completing the task in hand.

ELEMENT 2 Fill in the form.

Range

Simple forms or formats with accessible lay-out of no more than one page of 8 1/2" X 11", requiring only name and address and personal details or the creation of a small amount of text.

Examples of types of forms

Appointment books, application forms for season tickets, charge cards, bank card, jobs, cheques.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 write the information on the form (either in handwriting or with a typewriter as is appropriate) sufficiently legibly for the intended reader.

2.2 follow any requirements on the form (e.g. upper case letters).

2.3 provide clearly and completely the information required.

UNIT 4 - COMMUNICATING IN WRITING

Description

This unit refers to the writing required for a limited range of writing activities in everyday and working life. The subject may be approached through almost any topic or theme. The unit deals with providing information and expressing ideas in short, simple written pieces.

ELEMENT 1 Write letters, notes and other messages.

Range

Short, simple letters of enquiry or complaint, short simple notes and messages, conveying no more than two separate ideas.

Examples of letters, notes and messages

Requests for information from an advertisement, notes to colleagues, notes to a child's teacher, telephone messages.

Performance to be assessed in at least four situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 use a suitable format.

1.2 write (either in handwriting or with a typewriter as appropriate) sufficiently legibly to be understood by the intended reader.

1.3 check and correct, as appropriate, grammar, spelling and punctuation sufficiently for writing to be understood by the intended reader.

1.4 convey the message sufficiently clearly for the purpose required.

ELEMENT 2 Write about ideas and experiences.

Range

Short simple pieces of writing to convey ideas and experiences.

Examples of ideas and experiences

Autobiographical pieces, descriptions, narratives, work experiences, family life, hobbies, etc.

Performance to be assessed in at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 put ideas/information in a sensible order.

2.2 show a number of drafts before the final piece.

2.3 indicate self-corrections and proofreading samples.

The final piece for assessment should demonstrate that the candidate can:

2.4 write sufficiently clearly to be understood by the intended reader(s).

2.5 check and correct spelling, punctuation and grammar sufficiently for writing to be understood by the intended reader(s).

2.6 write (either in handwriting or with a typewriter, as appropriate) sufficiently legibly to be understood by the intended reader(s).

UNIT 5 - CONVERSING WITH ONE OTHER PERSON

Description

This unit refers to verbal communication between two people. It includes giving and receiving information and holding a conversation.

ELEMENT 1 Provide information to one person.

Range

Providing information on one main issue to an individual, on the phone and face-to-face; the person will be someone who is not likely to threaten the candidate's self-confidence.

Examples of providing information

Describing how to operate equipment with simple instructions (e.g. using a typewriter or computer), updating someone on progress, giving reasons for actions (e.g. why you missed an appointment), giving oral directions to someone else, placing a classified advertisement over the phone.

Performance to be assessed in at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 provide information in a sensible order.

1.2 use language which the other person is likely to understand and find appropriate.

1.3 use appropriate volume of voice, articulation, and, if face-to-face, body language and facial expression for the other person and situation.

1.4 check the other person's understanding, at any appropriate moment.

1.5 suggest further sources of help or information if necessary.

ELEMENT 2 Obtain information from one person.

Range

Obtaining information on one main issue from an individual on the phone and face-to-face; the person will be someone who is not likely to threaten the candidate's self-confidence.

Examples of obtaining information

Finding out how to solve simple problems with equipment, checking progress, establishing reasons for the other person's actions, telephoning.

Performance to be assessed at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 find out, if appropriate, whether the person is able and willing to provide the information.

2.2 ask questions in a sensible order.

2.3 ask questions in language which the person is likely to understand and find appropriate to the situation.

2.4 use appropriate volume of voice, articulation, and, if face-to-face, body language and facial expression for the audience and situation.

2.5 check own understanding (e.g. by summarizing or by asking further questions) at any appropriate moment.

2.6 use information, to meet his/her own objective or report on how the information would be used.

ELEMENT 3 Hold a conversation with one person.

Range

Holding a conversation with an individual on the phone or face-to-face; the individual will be someone who is not likely to threaten the candidate's self-confidence.

Examples of holding conversations

Entertaining someone while waiting for a meeting to start, engaging in conversation while waiting for someone else, welcoming newcomers to the program.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate demonstrates that s/he can:

3.1 greet the other person in an appropriate way.

3.2 respond to the other person's questions or comments.

3.3 provide input by asking questions or commenting.

3.4 conclude the conversation in an appropriate way.

STUDENT RECORD OF ACHIEVEMENT

Certificate in Literacy and Learning

Stage 1

Manitoba Literacy Office
417-185 Carlton Street
Winnipeg, Manitoba
R3C 3J1

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CERTIFICATE IN LITERACY AND LEARNING: STAGE ONE

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Introduction

The Certificate in Literacy and Learning is available at three different stages of learner development. You may attempt to get a certificate at any stage. For example, you do not need to complete all three certificates. You do not have to complete Stage I if you are already a Stage II student. It is up to you and your tutor or teacher which Certificate you would like to work towards.

Each Certificate is awarded to students upon completion of **all** the required sections. You must keep a record of each task you have completed. In order to receive the Certificate, you must do three things:

1) Complete each section of the manual.

2) Have your tutor or teacher sign each section to show that you have completed each task.

3) Provide a Folder of Work.

You may complete the tasks or "units" in any order you wish. You may skip from one section to another or from one task to another.

You may take as much time as you need. You can take six months or six years to complete a Certificate! But we would not recommend that you try to finish any Certificate in less than three months.

Assessment

Your work will be assessed by both you and your tutor/teacher. Each unit (or section) of the Certificate has Criteria for Assessment. These are the requirements you need to fulfill to get credit for that unit. When you complete any assignment you and your tutor can decide whether this piece of work will be part of the course requirements. This work then becomes a part of the Folder of Work.

Periodically, an external assessor appointed by the Manitoba Literacy Office will review the Folder of Work and your manual. In this way, you will get an idea about how you are doing.

Granting of Certificate

Once you have completed all the Units and had these signed by your tutor to show that you have completed the units, you will be asked to evaluate your progress. An assessor from the Manitoba Literacy Office will interview you to evaluate your progress and decide if all the requirements have been met.

If you are successful, you will receive a Certificate of Literacy and Learning. Good luck!

CERTIFICATE IN LITERACY & LEARNING

* The Certificate in Literacy & Learning is awarded by the Manitoba Literacy Office, Department of Education and Training. It is designed to give recognition for the reading, writing, and speaking skills you need at work and in your everyday life.

Your Student Achievement Record:

* **The Student Achievement Record** is your personal property.
* In it, your achievements towards the Certificate in Literacy & Learning will be recorded so keep it safe.
* With your permission, your teacher or tutor may hold your Student Manual Achievement Record for safe-keeping.

How you will be assessed:

* Your performance on each task will be assessed by you and your teacher or tutor.
* To get the Certificate you need to complete a number of tasks or activities. Every time you complete a task or activity, you must meet certain performance criteria. These will be explained to you before you begin each task.
* Each task (or assignment) is broken down into elements. In order to pass the task you need to meet all the performance criteria.
* In some cases, you may have to show that you have passed the element on separate occasions. In other words, you have to show you can do it more than once on different days. Full details of these are given element by element later in this book.
* You and your tutor or trainer may choose to aim for one element at a time. You are likely to find, however, that in real life more than one element can be achieved in the same activity.

* You and your tutor or teacher are free to choose what material you will use to complete the assignments. The reading and writing material should be meaningful to you. Very often, the activities in which you are assessed will be real-life (eg. dealing with customers, work or organizations). At other times, you may be assessed within the classroom or in a simulated situation.

* What is important is to make sure that there is evidence to show what you have done and that it has been assessed against the performance criteria in this record book.

* Over a period of time you and your tutor or teacher will build up sufficient evidence to show that you have met the requirements for an element, then for a unit and finally for the certificate.

* As you progress, this book will help you to keep a record of:

  - what you have achieved
  - what progress you have made
  - what needs further attention
  - what further action you and your tutor or teacher should take.

* Remember, you may take as long as you need to build up the evidence required.

* When you are completely successful, you will receive a Certificate in Literacy & Learning.

* If you do not want to attempt all the units, you will receive a Record of Achievements, showing the units in which you have been successful.

NOTE: This book provides part of the evidence which will need to be seen by the visiting assessor. In addition, you will need to keep a folder showing the work which you have done in order to meet the performance criteria.

If you are unsure of any of the words, especially those underlined, your tutor or teacher will explain to you how they are used in this book.

UNIT 1 READING EVERYDAY MATERIAL

Element 1: Get the main idea from a piece of text.

Range

The piece of reading is no more than one paragraph, comprising short, simple phrases or sentences; lay-out on the page is well spaced.

Source

You may use your own dictated stories or personal histories, simple letters from friends or family, writing by other students, published writing for new readers, simple newspaper and/or magazine article.

You need to demonstrate competence in at least four situations.

Performance Criteria

You must tell someone else the main points of what you read.

	What help did you provide?	**Date completed**
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 1

Element 2 Refer to written instructions.

Range

The instructions are in short steps; each step contains only one sentence; there are no more than six steps altogether; additional illustrations may also be included to make the text clearer.

Source

You may use do-it-yourself assembly kits (e.g. models, toys, etc.), operating instructions for electrical or mechanical equipment, cooking instructions to make recipes, instructions for making crafts.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show you can:

1) Refer to instructions at the start and as a check on progress.

2) Use the instructions to demonstrate the task or report accurately how they would be used.

3) If for some reason the instructions 'don't work,' you should be able to check back against the instructions to report why.

What help did you provide? **Date completed**

1 _____ _____

2 _____ _____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 2 READING GRAPHICAL MATERIAL FOR EVERYDAY PURPOSES

Element 1 Read signs and labels.

Range

Signs with a single message.

Source

You may use sign posts, safety sings, labels on food, household or work products, washing instructions on clothing.

You need to demonstrate competence in at least five situations.

Performance Criteria

You must show that you can respond to the sign accurately or report on it.

	What help did you provide?	**Date completed**
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 2

Element 2 Find the way using a map or plan.

Range

Maps and plans which are to scale and do not require a key to interpret.

Source

Road maps, town maps, plans of a building.

You need to demonstrate competence in at least four situations.

Performance Criteria

You must show that you can use the information for the task in hand or report accurately on how it would be used.

	What help did you provide?	**Date completed**
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 2

Element 3 Get information from tables.

Range

Tables which have no more than two variables and which do not require reference to additional sources or keys to provide the item of information required.

Source

Timetables, conversion tables, price lists, flyers.

You need to demonstrate competence in at least five situations.

Performance Criteria

You must show that you can respond to the sign accurately or report on it.

	What help did you provide?	**Date completed**
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 2

Element 4 **Follow pictorial instructions to carry out an activity.**

Range

Pictorial instructions which are self-explanatory or with brief written notes for non-specialists.

Source

Maintenance instructions, assembly instructions, instructions on a computer screen.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Prepare materials, equipment, etc. before starting.

2) Use the information for the task in hand or report accurately on how it would be used.

What help did you provide?	**Date completed**
1 _____	_____
2 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 3 COMPLETING FORMS AND PRE-FORMATTED DOCUMENTS

Element 1 **Read through the document to establish what is required.**

Range

Simple forms or formats with accessible lay-out of no more than one page of 8 1/2" X 11", requiring only name and address and personal details or the creation of a small amount of text.

Source

Bank deposit slips, withdrawal slips, appointment diaries, application forms for season tickets, mail order forms.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can identify accurately the information needed (including the person or organization for whom the form is intended, where appropriate) by providing an oral report or completing the task in hand.

	What help did you provide?	**Date completed**
1	_____	_____
2	_____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 3

Element 2 Fill in the form.

Range

Simple forms or formats with accessible lay-out of no more than one page of 8 1/2" X 11", requiring only name and address and personal details or the creation of a small amount of text.

Source

Appointment books, application forms for season tickets, charge cards, bank card, jobs, cheques.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Write the information on the form (either in handwriting or with a typewriter as is appropriate) sufficiently legibly for the intended reader.

2) Follow any requirements on the form (ie. upper case letters).

What help did you provide? **Date completed**

1 _____ _____

2 _____ _____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 4 COMMUNICATING IN WRITING

Element 1 Write letters, notes and other messages.

Range

Short, simple letters of enquiry or complaint, short simple notes and messages, conveying no more than two separate ideas.

Source

Requests for information from an advertisement, notes to colleagues, notes to a child's teacher, telephone messages.

You need to demonstrate competence in at least four situations.

Performance Criteria

You must show that you can:

1) Use a suitable format.

2) Write (either in handwriting or with a typewriter as appropriate) sufficiently legibly to be understood by the intended reader.

3) Check and correct, as appropriate, grammar, spelling and punctuation sufficiently for writing to be understood by the intended reader.

4) Convey the message sufficiently clearly for the purpose required.

What help did you provide?	**Date completed**
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 4

Element 2 Write about ideas and experiences.

Range

Short simple pieces of writing to convey ideas and experiences.

Source

Autobiographical pieces, descriptions, narratives, work experiences, family life, hobbies, etc.

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show that you can:

1) Write down ideas/information in a sensible order.

2) Show a number of drafts before the final piece.

3) Indicate self-corrections and proofreading samples.

4) Write sufficiently clearly to be understood by the intended reader(s).

5) Check and correct spelling, punctuation and grammar sufficiently for writing to be understood by the intended reader(s).

6) Write (either in handwriting or with a typewriter, as appropriate) sufficiently legibly to be understood by the intended reader(s).

What help did you provide?	Date completed
1 _____	_____
2 _____	_____
3 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 5 CONVERSING WITH ONE OTHER PERSON

Element 1 Provide information to one person.

Range

Provide information on one main issue to an individual, on the phone and face-to-face; the person will be someone who is not likely to threaten the candidate's self-confidence.

Source

Describe how to operate equipment with simple instructions, (ie. using a typewriter or computer), updating someone on progress, giving reasons for actions, (ie. why you missed an appointment), giving oral directions to someone else, placing a classified advertisement over the phone.

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show that you can:

1) Provide information in a sensible order.

2) Use language which the other person is likely to understand and find appropriate.

3) Use appropriate volume of voice, articulation, and, if face-to-face, body language and facial expression for the other person and situation.

4) Check the other person's understanding, at any appropriate moment.

5) Suggest further sources of help or information if necessary.

What help did you provide?	Date completed
1 _____	_____
2 _____	_____
3 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 5

Element 2 Obtain information from one person.

Range

Obtain information on one main issue from an individual on the phone and face-to-face; the person will be someone who is not likely to threaten your self-confidence.

Source

Find out how to solve simple problems with equipment, check progress, establish reasons for the other person's actions, telephoning.

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show that you can:

1) Find out, if appropriate, whether the person is able and willing to provide the information.

2) Ask questions in a sensible order.

3) Ask questions in language which the person is likely to understand and find appropriate to the situation.

4) Use appropriate volume of voice, articulation, and, if face-to-face, body language and facial expression for the audience and situation.

5) Check own understanding, (ie. by summarizing or by asking further questions) at any appropriate moment.

6) Use information to meet your own objective or report on how the information would be used.

What help did you provide?	Date completed
1 _____	_____
2 _____	_____
3 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 5

Element 3 Hold a conversation with one person.

Range

Hold a conversation with an individual on the phone or face-to-face; the individual will be someone who is not likely to threaten your self-confidence.

Source

Entertain someone while waiting for a meeting to start, engage in conversation while waiting for someone else, welcome newcomers to the program.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Greet the other person in an appropriate way.

2) Respond to the other person's questions or comments.

3) Provide input by asking questions or commenting.

4) Conclude the conversation in an appropriate way.

What help did you provide?	**Date completed**
1 _____	_____
2 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

TUTOR MANUAL

Certificate in Literacy and Learning

Stage 2

Manitoba Literacy Office
417-185 Carlton Street
Winnipeg, Manitoba
R3C 3J1

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CERTIFICATE IN LITERACY AND LEARNING: STAGE TWO

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Introduction

The Certificate in Literacy and Learning was developed by the Manitoba Literacy Office in response to requests from students in adult education programs. Many students come to adult basic education wanting specific goals to be met, (e.g. to get a driver's license, to learn to fill in forms, to get a job, etc.). Other students have less specific goals. They come to adult basic education saying "I want to get better at reading and writing."

The Certificate in Literacy and Learning is aimed at students who do not have specific goals but would like some recognition of the progress they have been making. In no way should students or literacy tutors and teachers feel students ought to take the certificate. Many students would prefer to establish personal goals and not be involved in something as formal as a certificate.

It is hoped that the Certificate in Literacy and Learning will incorporate a range of learning tasks and skills. This includes not only reading and writing tasks but oral skills as well. The requirements that are part of the Folder of Work are practical and useful in everyday activities.

Our thanks to Adult Literacy and Basic Skills Unit (ALBSU) and for permission to use the content and format from Wordpower for this certificate.

Overview of the Certificate

The Certificate in Literacy and Learning is available at three different stages of learner development. It is not necessary to complete a previous stage certificate prior to attempting any level. It is up to the tutor/teacher and learner to determine which Stage the learner would like to work towards.

The assignments within each Unit of the Certificate are practical, everyday reading and writing activities. It is hoped that students will find these activities meaningful and that the ideas generated in the Certificate will lead to other learning activities.

Explaining the Certificate to Your Student

The format and language of the Certificate may be new to many students. As the tutor, you should be prepared to explain terms, discuss possibilities, and make sure your student understands the options available for each Unit.

Students are allowed a range of ways of meeting the requirements of each Unit or Element. Students should be clear that there is no single way of achieving the requirements.

How Do They Get the Credit Towards the Certificate?

In order to receive the Certificate, the student must complete each section and provide a folder of work. This information is documented in the Student Record of Achievements. The work does not need to be completed in the order presented in the course outline. Students may decide to complete one section or parts of sections before others. Each Certificate is awarded to students upon completion of **all** the required sections.

There is no time limit to completion of each certificate. Students may take as long or as short a time as they need. However, we would not recommend that the student attempt to do one level in a shorter time than three months.

Assessment

The student will be doing far more work during a given period than is included in the Folder of Work for the Certificate. It is up to the tutor and student to decide whether a specific piece of work will be part of the course requirements. This work then becomes a part of the Folder of Work.

Periodically, an external assessor appointed by the Manitoba Literacy Office will review the Folder of Work and the Personal Achievement Record to determine whether the course criteria continue to be met.

Granting of the Certificate

The Certificate will be granted once the Record of Achievements is completed and a folder of Work is collected. The external assessor will interview the student to evaluate progress and determine if the work has been successfully completed.

UNIT 1 - READING TEXTUAL MATERIAL

Description

This unit refers to reading written material from everyday and working life. Reading normally means silent reading and should be purposeful.

The unit deals with extracting information from a variety of written sources including reference material.

Element 1 Extract information or meaning from a variety of written sources.

Range

The written source should be short and simply written (not normally covering more than one 8 1/2" x 11" page). It should be clearly written and presented, containing approximately three main points. Where advertising material is used, the message should be simple, comprising no more than three clearly differentiated options.

Examples of types of reading materials

Extracts from textbooks, fiction and biography; short features and articles from newspapers and magazines, advertising material.

Performance to be assessed in at least four situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 take action on the relevant main points, or report them accurately.

Element 2 Refer to written instructions to carry out an activity.

Range

Instructions which are mainly textual and divided into clearly defined steps which are clearly and spaciously laid out. Each step contains a maximum of three short sentences.

Examples of types of written instructions

Do-it-yourself self-assembly instructions, operating instructions on a photocopier or domestic electrical appliance, recipes.

Performance to be assessed in at least two situations.

Element 3 Consult a reference source to obtain a specific item of information.

Range

Reference material which is alphabetically structured or containing an alphabetical index and clear instructions on how to use it. The information is mainly textual.

Examples of types of written instructions

Dictionaries, encyclopedias, car manuals, Yellow Pages.

Performance to be assessed in at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

3.1 find the item of information required.

UNIT 2 - READING GRAPHICAL MATERIAL FOR EVERYDAY PURPOSES

Description

This unit refers to the use of graphical material which may have accompanying text, symbols, keys and other aids to interpretation. The graphical material includes signs and labels, maps and tables.

Element 1 Read and act on signs and labels.

Range

Signs with multiple messages.

Examples of kinds of signs

Safety notices, detailed warnings, food packaging details.

Performance to be assessed in at least five situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 take action in accordance with the meaning of the sign or label, or report it accurately.

Element 2 Plan a journey using maps.

Range

Maps drawn to scale and including simple symbols.

Examples of types of maps or plans

Road maps, street maps; rail, boat, car or plane route maps.

Performance to be assessed in at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 include essential town/place/street names.

2.2 include approximate distances.

2.3 include all essential features shown on source materials, (ie. mountains, rivers, sea, lakes, churches, stations).

2.4 present the plan in correct sequence so that it can be used for its intended purpose.

Element 3 Extract information from tables.

Range

Tables which have at least two variables and require reference to additional sources or keys to provide the item of information required. The information may need to be extracted from more than one table.

Examples to types of information tables

Timetables, conversion tables, price lists, planner charts.

Performance to be assessed in at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

3.1 use the information for the task in hand, or report how it would be used.

UNIT 3 - COMPLETING FORMS AND PRE-FORMATTED DOCUMENTS

Description

This unit refers to forms in common use which people have to read and fill in as part of normal living and working.

Element 1 Read through the document to establish what is required.

Range

Forms in common use, requiring personal details and additional information from a number of sources and which may require sentences to be written in response to at least one of the questions on the form.

Examples of types of forms

Insurance claim forms, accident report forms, job application forms, holiday booking forms, mail order forms.

Performance to be assess in a least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 identify accurately the information needed (including, when appropriate, the person or organization for whom the form is intended); provide an oral report or complete the task in hand.

Element 2 Fill in the form.

Range

Forms in common use, requiring personal details and additional information from a number of sources and which may require sentences to be written in response to at least one of the questions on the form.

Examples of types of forms

Claim forms, accident report forms, application forms, pre-printed telephone message pads.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 write the information, either in handwriting or with a typewriter as is appropriate, sufficiently legibly for the intended reader.

2.2 follow any requirements on the form, (ie. upper case letters).

2.3 provide all relevant information clearly and concisely.

UNIT 4 - COMMUNICATING IN WRITING

Description

This unit refers to the writing required for a range of writing activities in everyday and working life. It should be approached through many different topics and themes. The unit deals with providing information and expressing ideas in simple written pieces.

Element 1 Write letters, reports, notes and other messages.

Range

Letters, reports or notes, conveying up to three or four separate ideas.

Examples of letters, notes and messages

Letters of complaint, accident reports, letters seeking legal advice, (ie. a rent assessment), written messages for a colleague at work.

Performance to be assessed in at least four situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 use a suitable format.

1.2 write text, either in handwriting or with a typewriter as appropriate, sufficiently legibly to maintain the confidence of the intended reader.

1.3 check and correct grammar, spelling and punctuation sufficiently to maintain the confidence of the intended reader.

1.4 provide factual content accurately and completely.

1.5 convey the message or messages clearly and in a sensible order.

Element 2 Convey ideas, feelings and experiences in written form.

Range

Personal writing to express and convey ideas, feelings and experiences. Prose items should be written in several paragraphs.

Examples of ideas and experiences

Personal letters, autobiographical pieces, descriptions, narratives.

Performance to be assessed in at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 put ideas/information into a sensible order.

2.2 express ideas/information coherently.

2.3 check and correct spelling, punctuation and grammar sufficiently to maintain the confidence of the intended audience.

2.4 write text, either in handwriting or with a typewriter as appropriate, sufficiently legibly to be understood by the intended audience.

UNIT 5 - CONVERSING WITH ONE OTHER PERSON

Description

This unit refers mainly to verbal communication in work or social contexts where a degree of formality is required between the two people. It includes giving and receiving information, holding a conversation, and giving reassurance.

Element 1 Provide information to one person.

Range

Providing information on more than one main issue to an individual, on the phone and face-to-face.

Examples of providing information

Explaining how to set up a computer to run a specific, standard software package; describing what happened at an accident, giving information on hiring a minibus or coach, updating someone on progress in a project; giving information at an interview.

Performance to be assessed in at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 present information in a sensible order.

1.2 use language which the other person is likely to understand and find appropriate.

1.3 use appropriate volume of voice, talk clearly, and if face-to-face, facial expression and body language for the other person and situation.

1.4 check the other person's understanding, at any appropriate moment.

1.5 explain the information again in another way if the other person indicates they do not understand something.

1.6 if necessary, suggest further sources of help or information.

Element 2 Obtain information from one person.

Range

Obtaining information on more than one main issue from an individual, on the phone and face-to-face.

Examples of obtaining information

Finding out how to solve problems with equipment; checking progress on a project; getting quotations on the telephone; finding out about child or day care provision; asking questions at an interview (formal interviewing skills are not required).

Performance to be assessed at least three situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 check to see that the person is able and willing to provide the information.

2.2 either withdraw the request, arrange a better time, or ask the person for someone else who can help if the other person is not willing to provide information.

2.3 ask questions in a sensible order.

2.4 use language which the other person is likely to understand and find appropriate to the situation.

2.5 use appropriate volume of voice and clear speech, and if face-to-face, use appropriate body language and facial expression for the other person and situation.

2.6 request clarification if s/he does not understand something.

2.7 use information for own purposes, or report on how the information would be used.

2.8 if necessary, request further sources of help or information.

Element 3 Hold a conversation with one person.

Range

Engaging in a conversation with an individual not previously known on the phone or face-to-face.

Examples of holding conversations

Talking to someone while waiting for a meeting to start or while waiting for someone else.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

3.1 greet the other person in an appropriate way.

3.2 respond to the other person's verbal or non-verbal cues by politely withdrawing from the conversation or continuing.

3.3 encourage responses from the other person by providing inputs of appropriate questions or comments.

3.4 conclude the conversation in an appropriate way.

Element 4 Support and reassure someone who is in an unfamiliar situation.

Range

Providing support or reassurance on one issue.

Examples of support and reassurance

Helping someone to overcome a fear of using equipment; helping someone undertaking a new activity; welcoming someone in a new job or a new member of a club.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

4.1 establish the other person's worries by asking appropriate questions.

4.2 respond with appropriate volume of voice and clear speech, and if face-to-face, use appropriate body language and facial expression in response to the other person's verbal and non-verbal cues.

4.3 provide an explanation, constructive advice or conversation, as appropriate, for the other person and situation.

UNIT 6 - CONVERSING WITH MORE THAN ONE PERSON

Description

This unit refers to verbal communication with a number of people in work and social contexts where a degree of formality is required. It deals with arrivals and departures and providing information.

Element 1 Perform introductions and farewells.

Range

Dealing with people when they arrive at and depart from a place where the candidate is in a welcoming role. The greeting will involve ascertaining any variation in the needs of the individual members of the group and providing information to them in response to that.

Examples of introductions and farewells

In reception, new members joining a club, new students, visitors to the program.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 greet the group in an appropriate way.

1.2 use appropriate body language during greetings and farewells.

1.3 establish the identities of the individuals in the group.

1.4 establish the identity of the person, if unknown to the group.

1.5 explain the person's role, if unknown to the group.

1.6 deal with individual enquiries/problems, if required.

1.7 express valedictions to the group in an appropriate manner.

Element 2 Provide information to more than one person.

Range

Giving a short talk or presentation, either free-standing or within a meeting or other group occasion. The input should be on one main issue and last for around five minutes. The group should be of between three and six people who are not likely to undermine the candidate's confidence and should act in a responsive manner.

Examples of providing information

Showing people around a club, office or sports ground; showing potential buyers or tenants around a house; giving a briefing to colleagues on the priorities for a day's work; talking about a particular interest; explaining to other students how to make or do something; telling a group about the Learners' Conference.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 explain clearly the scope and range of information to be provided to the group/audience.

2.2 present information in a sensible order.

2.3 use appropriate volume, tone of voice, articulation, body language and facial expression for the situation/audience/ group.

2.4 encourage and answer questions from the group.

2.5 provide further sources of help or information if a question cannot be answered.

UNIT 7 - EXTRACTING INFORMATION FROM AUDIO VISUAL MATERIAL

Description

This unit refers to information that is obtained from radio, television, video or lectures.

Element 1 Obtain information from a live talk or lecture.

Range

The situation is formal and this places limits on the amount of dialogue which is possible; the topic will be familiar or everyday or from own specialist area.

Examples of obtaining information

Team or company briefings; guided tours; presentations at local colleges; any community group presentation.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

1.1 make notes if appropriate.

1.2 take appropriate action, or make a correct report on the main points from the talk/lecture.

Element 2 Obtain information from a radio or TV broadcast or tape recording.

Range

The recording will be on a topic which is familiar or everyday or from own specialist area.

Examples of obtaining information

Documentary, news, education or advice programmes.

Performance to be assessed in at least two situations.

Performance Criteria

The candidate must demonstrate that s/he can:

2.1 make and replay notes from a recording as necessary.

2.2 take appropriate action, or make a correct report on the main points from the recording.

STUDENT RECORD OF ACHIEVEMENT

Certificate in Literacy and Learning

Stage 2

Manitoba Literacy Office
417-185 Carlton Street
Winnipeg, Manitoba
R3C 3J1

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CERTIFICATE IN LITERACY AND LEARNING: STAGE TWO

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This certificate program includes seven different sections:

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UNIT 3 Completing Forms and Pre-Formatted Documents

Element 1: Read through the document to establish what is required. 11

Element 2: Fill in the form. 12

UNIT 4 Communicating in Writing

Element 1: Write letters, reports, notes and other messages. 13

Element 2: Convey ideas, feelings and experiences in written form. 15

UNIT 5 Conversing With One Other Person

Element 1: Provide information to one person. 16

Element 2: Obtain information from one person. 18

Element 3: Hold a conversation with one person. 20

Element 4: Support and reassure someone who is in an unfamiliar situation. 21

UNIT 6 Conversing With More Than One Person

Element 1: Perform introductions and farewells. 22

Element 2: Provide information to more than one person. 24

UNIT 7 Extracting Information From Audio Visual Material

Element 1: Obtain information from a live talk or lecture. 26

Element 2: Obtain information from a radio or TV broadcast or tape recording. 27

Introduction

The Certificate in Literacy and Learning is available at three different stages of learner development. You may attempt to get a certificate at any stage. For example, You do not need to complete all three certificates. You do not have to complete Stage I if you are already a Stage II student. It is up to you and your tutor or teacher which Certificate you would like to work towards.

Each Certificate is awarded to students upon completion of **all** the required sections. You must keep a record of each task you have completed. In order to receive the Certificate, you must do three things:

1) Complete each section of the manual.

2) Have your tutor or teacher sign each section to show that you have completed each task.

3) Provide a Folder of Work.

You may complete the tasks or "units" in any order you wish. You may skip from one section to another or from one task to another.

You may take as much time as you need. You can take six months or six years to complete a Certificate! But we would not recommend that you try to finish any Certificate in less than three months.

Assessment

Your work will be assessed by both you and your tutor/teacher. Each unit (or section) of the Certificate has Criteria for Assessment. These are the requirements you need to fulfil to get credit for that unit. When you complete any assignment you and your tutor can decide whether this piece of work will be part of the course requirements. This work then becomes a part of the Folder of Work.

Periodically, an external assessor appointed by the Manitoba Literacy Office will review the Folder of Work and your manual. In this way, you will get an idea about how you are doing.

Granting of Certificate

Once you have completed all the Units and had these signed by your tutor to show that you have completed the units, you will be asked to evaluate your progress. An assessor from the Manitoba Literacy Office will interview you to evaluate your portress and decide if all the requirements have been met.

If you are successful, you will receive a Certificate of Literacy and Learning. Good luck!

CERTIFICATE IN LITERACY & LEARNING

* The Certificate in Literacy & Learning is awarded by the Manitoba Literacy Office, Department of Education and Training. It is designed to give recognition for the reading, writing, and speaking skills you need at work and in your everyday life.

Your Student Record of Achievements

* **The Student Record of Achievements is your personal property.**

* In it, your achievements towards the Certificate in Literacy & Learning will be recorded so keep it safe.

* With your permission, your teacher or tutor may hold your Student Record of Achievements for safe-keeping.

How you will be assessed:

* Your performance on each task will be assessed by you and your teacher or tutor.

* To get the Certificate you need to complete a number of tasks (units). Every time you complete a task, you must meet certain performance criteria. These will be explained to you before you begin each task.

* Each task (or unit) is broken down into elements. In order to pass the element, you need to meet all the performance criteria.

* In some cases, you may have to show that you have passed the element on separate occasions. In other words, you have to show you can do it more than once on different days. Full details of these are given element by element later in this book.

* You and your tutor or teacher may choose to aim for one element at a time. You are likely to find, however, that in real life more than one element can be achieved with the same activity.

* You and your tutor or teacher are free to choose what material you will use to complete the assignments. The reading and writing material should be meaningful to you. Very often, the activities in which you are assessed will be real-life (eg. dealing with customers, work or organizations). At other times, you may be assessed within the classroom or in a simulated situation.

* What is important is to make sure that there is evidence to show what you have done and that it has been assessed against the performance criteria in this record book.

* Over a period of time you and your tutor or teacher will build up sufficient evidence to show that you have met the requirements for an element, then for a unit and finally for the certificate.

* As you progress, this book will help you to keep a record of:

  - what you have achieved

  - what progress you have made

  - what needs further attention

  - what further action you and your tutor or teacher should take.

* Remember, you may take as long as you need to build up the evidence required.

* When you are completely successful, you will receive a Certificate in Literacy & Learning.

* If you do not want to attempt all the units, you will receive a Record of Achievements, showing the units in which you have been successful.

NOTE: This book provides part of the evidence which will need to be seen by the visiting assessor. In addition, you will need to keep a folder showing the work which you have done in order to meet the performance criteria.

If you are unsure of any of the words, especially those underlined, your tutor or teacher will explain to you how they are used in this book.

UNIT 1 READING TEXTUAL MATERIAL

Element 1: Extract information or meaning from a variety of written sources.

Range

The written source should be short and simply written (not normally covering more than one 8 1/2 x 11"page). It should be clearly written and presented, containing approximately three main points. Where advertising material is used, the message should be simple, comprising no more than three clearly distinct options.

Source

You may use extracts from textbooks, fiction and biography; short features and articles from newspapers, magazines and advertising material.

You need to demonstrate competence in at least four situations.

Performance Criteria

You must tell someone else the main points of what you read.

	What help did you provide?	**Date completed**
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 1

Element 2: Refer to written instructions to carry out an activity.

Range

The instructions are mainly textual and divided into clearly defined steps which are clearly and spaciously laid out. Each step contains a maximum of three short sentences.

Source

You may use do-it-yourself self-assembly instructions, operating instructions on a photocopier or domestic electrical appliance, recipes.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show you can:

1) Refer to instructions at the start and as a check on progress.

2) Use the instructions to demonstrate the task or report accurately how they would be used.

3) If for some reason the instructions 'don't work,' you should be able to check back against the instructions to report why.

What help did you provide?	**Date completed**
1 _____	_____
2 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 1

Element 3: Consult a reference source to obtain a specific item of information.

Range

Reference material is alphabetically structured or contains an alphabetical index and clear instructions on how to use it. The information is mainly textual.

Source

You may use dictionaries, encyclopedias, car manuals, Yellow Pages.

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show you can find the item of information required.

What help did you provide?	**Date completed**
1 _____	_____
2 _____	_____
3 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 2 READING GRAPHICAL MATERIAL FOR EVERYDAY PURPOSES

Element 1: Read and act on signs and labels.

Range

Read signs and labels with multiple messages.

Source

You may use safety notices, detailed warnings, food packaging details.

You will need to demonstrate competence in at least five situations.

Performance Criteria

You must show that you can take action in accordance with the meaning of the sign or label and accurately report on it.

	What help did you provide?	**Date completed**
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 2

Element 2: Plan a journey using maps.

Range

Maps drawn to scale and including simple symbols.

Source

You may use road maps, street maps, rail, boat, car or plane route maps.

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show that you can:

1) Include essential town/place/street names.

2) Include approximate distances.

3) Include all essential features shown on source materials, (ie. mountains, rivers, sea, lakes, churches, stations).

4) Present the plan in correct sequence so that it can be used for its intended purpose.

What help did you provide?	Date completed
1 _____	_____
2 _____	_____
3 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 2

Element 3: Extract information from tables.

Range

Tables which have at least two variables and require reference to additional sources or keys to provide the item of information required. The information may need to be extracted from more than one table.

Source

You may use timetables, conversion tables, price lists, and planner charts.

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show that you can use the information for the task in hand, or report how it would be used.

What help did you provide?	**Date completed**
1 _____	_____
2 _____	_____
3 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 3 COMPLETING FORMS AND PRE-FORMATTED DOCUMENTS

Element 1: Read through the document to establish what is required.

Range

The forms are in common use, requiring personal details and additional information from a number of sources and may require sentences to be written in response to at least one of the questions on the form.

Source

You may use insurance claim forms, accident report forms, job application forms, holiday booking forms, mail order forms.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can identify the information accurately (including, when appropriate, the person or organization for whom the form is intended); provide an oral report or complete the task in hand.

	What help did you provide?	**Date completed**
1	_____	_____
2	_____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 3

Element 2: Fill in the form.

Range

The forms are in common use, requiring personal details and additional information from a number of sources and may require sentences to be written in response to at least one of the questions on the form.

Source

You may use claim forms, accident report forms, application forms, pre-printed telephone message pads.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show you can:

1) Write the information, either in handwriting or with a typewriter as is appropriate, sufficiently legibly for the intended reader.

2) Follow any requirements on the form, (ie. upper case letters).

3) Provide all relevant information clearly and concisely.

What help did you provide? **Date completed**

1 _____ _____

2 _____ _____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 4 COMMUNICATING IN WRITING

Element 1: Write letters, reports, notes and other messages.

Range

The letters, reports or notes will convey up to three or four separate ideas.

Source

You may use letters of complaint, accident reports, letters seeking legal advice, (ie. a rent assessment), written messages for a colleague at work.

You need to demonstrate competence in at least four situations.

Performance Criteria

You must show that you can:

1) Use a suitable format.

2) Write text, either in handwriting or with a typewriter as appropriate, sufficiently legibly to maintain the confidence of the intended reader.

3) Check and correct grammar, spelling and punctuation sufficiently to maintain the confidence of the intended reader.

4) Provide factual content accurately and completely.

5) Convey the message or messages clearly and in a sensible order.

What help did you provide?	Date completed
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____

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Candidate's signature

_____
Tutor/instructor's signature

UNIT 4

Element 2: Convey ideas, feelings and experiences in written form.

Range

The personal writings will express and convey ideas, feelings and experiences. Prose items should be written in several paragraphs.

Source

You may use personal letters, autobiographical pieces, descriptions, narratives.

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show that you can:

1) Put ideas/information into a sensible order.

2) Express ideas/information coherently.

3) Check and correct spelling, punctuation and grammar sufficiently to maintain the confidence of the intended audience.

4) Write text, either in handwriting or with a typewriter as appropriate, sufficiently legibly to be understood by the intended audience.

What help did you provide?	**Date completed**
1 _____	_____
2 _____	_____
3 _____	_____

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Candidate's signature

_____
Tutor/instructor's signature

UNIT 5 CONVERSING WITH ONE OTHER PERSON

Element 1: Provide information to one person.

Range

This involves providing information on more than one main issue to an individual, on the phone and face-to-face.

Source

You may have to explain how to set up a computer to run a specific, standard software package; describe what happened at an accident, give information on hiring a minibus or coach, update someone on the progress in a project, give information at an interview.

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show that you can:

1) Present information in a sensible order.

2) Use language which the other person is likely to understand and find appropriate.

3) Use appropriate volume of voice, talk clearly, and if face-to-face, facial expression and body language for the other person and situation.

4) Check the other person's understanding, at any appropriate moment.

5) Explain the information again in another way if the other person indicates they do not understand something.

6) Suggest further sources of help or information.

What help did you provide?	Date completed
1 _____	_____
2 _____	_____
3 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 5

Element 2: Obtain information from one person.

Range

Information is obtained on more than one main issue from an individual, on the phone and face-to-face.

Source

You may find out how to solve problems with equipment, check progress on a project, get quotations on the telephone, find out about child or day care provision, ask questions at an interview (formal interviewing skills are not required).

You need to demonstrate competence in at least three situations.

Performance Criteria

You must show that you can:

1) Check to see that the person is willing and able to provide the information.

2) Either withdraw the request, arrange a better time, or ask the person for someone else who can help if the other person is not willing to provide information.

3) Ask questions in a sensible order.

4) Use language which the other person is likely to understand and find appropriate to the situation.

5) Use appropriate volume of voice and clear speech, and if face-to-face, use appropriate body language and facial expression for the other person and situation.

6) Request clarification if s/he does not understand something.

7) Use information for own purposes, or report on how the information would be used.

8) Request further sources of help or information, if necessary.

What help did you provide?	Date completed
1 _____	_____
2 _____	_____
3 _____	_____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 5

Element 3: Hold a conversation with one person.

Range

Engage in a conversation with an individual not previously known on the phone or face-to-face.

Source

You may talk to someone while waiting for a meeting to start or while waiting for someone else.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Greet the other person in an appropriate way.

2) Respond to the other person's verbal or non-verbal cues by politely withdrawing from the conversation or continuing.

3) Encourage responses from the other person by providing inputs of appropriate questions or comments.

4) Conclude the conversation in an appropriate way.

What help did you provide? **Date completed**

1 _____ _____

2 _____ _____

_____
Candidate's signature

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Tutor/instructor's signature

UNIT 5

Element 4: Support and reassure someone who is in an unfamiliar situation.

Range

Provide support or reassurance on one issue.

Source

You may help someone to overcome a fear of using equipment, help someone undertake a new activity, welcome someone in a new job or a new member of a club.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Establish the other person's worries by asking appropriate questions.

2) Respond with appropriate volume of voice and clear speech, and if face-to-face, use appropriate body language and facial expression in response to the other person's verbal and non-verbal cues.

3) Provide an explanation, constructive advice or conversation, as appropriate, for the other person and situation.

What help did you provide? **Date completed**

1 _____ _____

2 _____ _____

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Candidate's signature

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Tutor/instructor's signature

UNIT 6 CONVERSING WITH MORE THAN ONE PERSON

Element 1: Perform introductions and farewells.

Range

Deal with people when they arrive at and depart from a place where the candidate is in a welcoming role. The greeting will involve ascertaining any variation in the needs of the individual members of the group and providing information to them in response to that.

Source

You may greet individuals in reception; introduce new members joining a club, new students, and visitors to the program.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Greet the group in an appropriate way.

2) Use appropriate body language during greetings and farewells.

3) Establish the identities of the individuals in the group.

4) Establish the identity of the person, if unknown to the group.

5) Explain the person's role, if unknown to the group.

6) Deal with individual enquiries/problems, if required.

7) Express valedictions to the group in an appropriate manner.

What help did you provide? **Date completed**

1 _____ _____

2 _____ _____

_____
Candidate's signature

_____
Tutor/instructor's signature

UNIT 6

Element 2: Provide information to more than one person.

Range

Give a short talk or presentation, either free-standing or within a meeting or other group occasion. The input should be on one main issue and last for around five minutes. The group should be of between three and six people who are not likely to undermine the candidate's confidence and should act in a responsive manner.

Source

You may show people around a club, office or sports ground; show potential buyers or tenants around a house; give a briefing to colleagues on the priorities for a day's work; talk about a particular interest; explain to other students how to make or do something; tell a group about the Learners' Conference.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Explain clearly the scope and range of information to be provided to the group/audience.

2) Present information in a sensible order.

3) Use appropriate volume, tone of voice, articulation, body language and facial expression for the situation/audience/ group.

4) Encourage and answer questions from the group.

5) Provide further sources of help or information if a question cannot be answered.

What help did you provide?	Date completed
1 _____	_____
2 _____	_____

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Candidate's signature

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Tutor/instructor's signature

UNIT 7 EXTRACTING INFORMATION FROM AUDIO VISUAL MATERIAL

Element 1: Obtain information from a live talk or lecture.

Range

The situation may be formal and this places limits on the amount of dialogue which is possible; the topic will be familiar or everyday or from your own specialist area.

Source

You may obtain information from team or company briefings, guided tours, presentations at local colleges, any community group presentation.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Make notes, if appropriate.

2) Take appropriate action, or make a correct report on the main points from the talk/lecture.

What help did you provide? **Date completed**

1 _____ _____

2 _____ _____

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Candidate's signature

_____
Tutor/instructor's signature

UNIT 7

Element 2: Obtain information from a radio or TV broadcast or tape recording.

Range

The recording will be on a topic which is familiar or everyday or from your own specialist area.

Source

You may obtain information from documentaries, the news, education or advice programs.

You need to demonstrate competence in at least two situations.

Performance Criteria

You must show that you can:

1) Make and replay notes from a recording as necessary.

2) Take appropriate action, or make a correct report on the main points from the recording.

What help did you provide? **Date completed**

1 _____ _____

2 _____ _____

_____
Candidate's signature

_____
Tutor/instructor's signature